

SEND &amp; INCLUSION · ALL GRADES

# 50 SEND Strategies

Staff meeting / CPD handout

## How to use as CPD

Print one copy per teacher. In a 30-minute staff meeting, pick 5 strategies. Discuss in pairs: 'Which are we already doing? Which could we try?' Repeat fortnightly. Over a year, you've covered all 50, with discussion. Far more useful than a single SEND INSET day everyone forgets.

## Strategies 1–10 — Communication

#	Strategy	Helps with
1	Use the child's name BEFORE the instruction	Attention, processing
2	Give one instruction at a time, then check	Working memory, autism, ADHD
3	Allow 10+ seconds processing time	Receptive language, autism
4	Repeat key instructions in writing	Working memory, dyslexia
5	Avoid idioms, sarcasm, vague terms	Autism, EAL, language disorders
6	Use 'first/then' language	Anxiety, autism
7	Give choices when possible (A or B?)	Anxiety, demand avoidance
8	Visual cues alongside spoken	All — universal good practice
9	Pre-warn before transitions	Anxiety, autism, ADHD



#	Strategy	Helps with
10	Use a child's interests as a hook	All, especially autism

## Strategies 11–20 — Environment

#	Strategy	Helps with
11	Designated 'calm' space they can use	Anxiety, autism, sensory
12	Predictable seating	Autism, anxiety
13	Visual timetable visible all day	All
14	Reduced wall display where possible	Sensory, ADHD
15	Permission for noise-cancelling headphones	Sensory, ADHD
16	Soft lighting alternatives	Sensory
17	Workstation with sides if needed	ADHD, autism
18	Movement break station	ADHD, anxiety
19	Object-permanence trays (visible, not in drawers)	Working memory
20	Same place for resources every day	Autism, working memory

## Strategies 21–30 — Reading and writing

#	Strategy	Helps with
21	Cream/buff paper or coloured overlays	Dyslexia, visual stress
22	Sans-serif font (Arial, OpenDyslexic)	Dyslexia
23	12pt or larger, line spacing 1.5	Dyslexia, low vision
24	Read questions aloud (not just text)	Dyslexia, EAL



#	Strategy	Helps with
25	Audiobooks for class novels	Dyslexia
26	Scribed answers when content > spelling	Dyslexia, dysgraphia
27	Word banks for writing tasks	Dyslexia, EAL, working memory
28	Sentence stems / writing frames	Dyslexia, EAL, anxiety
29	Don't penalise spelling outside literacy	Dyslexia
30	Voice-to-text software when available	Dyslexia, dysgraphia

### Strategies 31–40 — Behaviour and emotion

#	Strategy	Helps with
31	Quiet redirects, not public corrections	Anxiety, all
32	An agreed signal for 'I need a break'	Anxiety, autism, ADHD
33	Co-regulation before consequence	All emotional needs
34	Predictable consequences, calmly delivered	ADHD, attachment, behaviour
35	Praise effort and process, not ability	All
36	Use 'when' not 'if' for completions	Anxiety, demand avoidance
37	Special interest as motivator	Autism, ADHD
38	Movement / errand to reset	ADHD, autism
39	5-point scale for emotions	Autism, emotional regulation
40	Repair after upset, every time	Attachment, all

### Strategies 41–50 — Tasks and assessment



#	Strategy	Helps with
41	Chunked tasks (3 questions then check)	ADHD, anxiety, working memory
42	Worked examples on the desk	All
43	Reduce question count, keep difficulty	ADHD, anxiety
44	Allow extra time without making it visible	Anxiety, processing speed
45	Choice of question types (write, draw, choose)	All
46	First/last questions easier	Anxiety, processing
47	Answer in any colour pen they prefer	Autism, anxiety
48	Verbal answer accepted in place of written	Dysgraphia, dyslexia
49	Self-marking with a key (less anxiety)	Anxiety
50	Privately reviewed work, not held up	Anxiety, attachment

## A note on universal design

Most of these strategies help every child, not just children with diagnoses. Schools that quietly embed them as defaults — visual timetables, chunked tasks, calm corners, sentence stems — find that they're 'doing SEND' without ever having to plan separately for it. Universal design is the cheapest, most powerful inclusion strategy there is.

